

Alabama Performance Standards For



4-Year-Olds:



Preparing Children "4" Lifelong Learning

**Alabama Department of Children's Affairs
Office of School Readiness
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PREFACE

In the May 2000 legislative session, the Office of School Readiness (OSR) was created in the Department of Children’s Affairs (DCA) and charged with the tasks of developing a state-wide definition of school readiness, adopting a system for measuring school readiness, collecting and providing objective data regarding the attainment of school readiness among 4-year-olds, and using the data to serve statewide school readiness goals. An Advisory Committee and Evaluation Task Force were formed in order to assist the OSR in accomplishing these tasks. Committee and Task Force members consisted of representatives from public and private child care programs, health care agencies, state agencies, child care management agencies, child advocacy groups, research organizations, public schools, colleges, and universities.

In January 2001, the OSR Evaluation Task Force convened and began addressing issues related to a statewide definition of school readiness. Drafts of definition were developed and disseminated to members of the Task Force, OSR Advisory Committee, Early Childhood faculty of colleges and universities, parents, pre-kindergarten and kindergarten teachers, and other child care professionals. Revisions were completed and in December 2002, the Alabama Office of School Readiness adopted the following definition:

“School Readiness” is a condition whereby children enter school with:

- (a) An enthusiasm for learning,
- (b) An ability to function in a social setting,
- (c) Age-appropriate communication and problem solving skills,
- (d) Age-appropriate physical and emotional skills, and
- (e) Optimal health

School readiness is fostered through opportunities that promote child exploration, sociability, curiosity, creativity, decision-making, independence, and responsibility, in combination with partnerships among families, teachers, local, and state communities. A child who is ready to learn when entering school will be able to obtain optimal benefits from learning experiences offered by the school and will encounter fewer obstacles to learning. Supporting children to be “ready for school” is essential in the attainment of:

- (a) educational achievement and success,
- (b) reduction of retention and remediation resulting in financial benefits,
- (c) higher individual economic status, and
- (d) a positive sense of social responsibility,

thus creating a stronger, more healthy society.

In June 2003, the OSR began developing statewide performance standards for 4-year-old children. OSR Advisory Committee members read articles in professional journals and magazines, and reviewed similar documents from other states. OSR staff and Advisory Committee members relied heavily on National Head Start performance standards, drafts of the National Association for the Education of Young Children (NAEYC) Accreditation Criteria, and Alabama Kindergarten Course of Study. *Alabama Performance Standards for 4-Year-Olds* were drafted and disseminated across the state to over 200 early care and education professionals for feedback. OSR Advisory Committee and Evaluation Task Force members listened to and read suggestions from interested individuals and groups throughout Alabama, and discussed each issue and standard. Advisory Committee members revised the standards, developed examples for select standards, and disseminated the revised product across the state for additional feedback.

OSR adopted the original *Alabama Performance Standards for 4-Year-Olds* in July, 2004. The standards represent a culmination of work from OSR staff, Advisory Committee, and Evaluation Task Force, and incorporate an analysis of research, review of best practices and standards used across the nation, and early learning principles developed by NAEYC. The performance standards represent a common vision for children in the state and establish a foundation for an accountability system. The revised *Alabama Performance Standards for 4-Year-Olds* (2009) provides the framework for 4-year-old pre-kindergarten programs in Alabama's public and private child care centers, family childcare homes, churches, Head Start, public schools, community centers, colleges, and universities.

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INTRODUCTION

The *Alabama Performance Standards for 4-Year-Olds* describe appropriate outcomes for children at the end of their preschool experience and entering kindergarten. Therefore, when reading the standards, an individual should think in terms of children's final learning outcomes prior to entering kindergarten. As we focus on age appropriate expectations, it is important that individual appropriateness is not overlooked. Young children vary in background experiences, language spoken, abilities, health status, and zest for learning. Some children have conditions that limit the ways they learn.

Standards in this document describe experiences that 4-year-old children should be exposed to before entering kindergarten. Examples clarify the meaning of each standard. In order to achieve the expectations set forth in this document, provisions should be made to help personnel understand the role of standards. Professional development opportunities should also be provided to help teachers and caregivers acquire the teaching skills essential for the tasks of understanding individual growth

and development, assessing each child's development, and planning experiences that support successful development and learning. Individuals or organizations interested in training on the standards should contact the Alabama Office of School Readiness (OSR).

POSITION STATEMENT

The Alabama OSR believes that parents are the most important teachers of young children. Increasing numbers of low-income parents in the workforce has resulted in more young children in childcare for more hours than ever before, being cared for and partially raised by non-parents (Schumacher, R., Irish, K. & Lombardi, J. 2003. Meeting Great Expectations: Integrating early education program standards in childcare. Washington, DC: Center for Law and Social Policy. www.clasp.org). Interactions between parents and children are becoming limited and place the children at risk for low academic performance and limited school success.

Quality out-of-home care increases the probabilities that at-risk children perform well in school and experience high levels of school success (High/Scope Educational Research Foundation, www.highscope.org/Research/MsrpEvaluation/msrpmmain.htm; Schweinhart, L. J., Barnes, H. V., & Weikart, D. P. with W. S. Barnett and A. S. Epstein, 1993, *Significant Benefits: The High/Scope Perry Preschool Study Through Age 27*, Ypsilanti, MI: High Scope Press). Research shows that quality out-of-home care provides children with opportunities to develop warm and secure relationships with other adults and peers. Studies also indicate that quality out-of-home care provides children with learning experiences that they may not receive in the home and activities that enhance their social, emotional, physical, and cognitive development. Young children learn most effectively: (a) when they have warm and secure relationships with parents and other caring adults, (b) through play-alone and with peers, (c) in environments that are rich in language stimulation, (d) through their interactions with other children and adults, (e) when given opportunities to explore engaging materials, and (f) when their basic needs are met (*"Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 Through 8": A position statement of the National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education*, Adopted November, 1990, Washington DC, www.naeyc.org).

Quality out-of-home care decreases the probability that children will (a) engage in crime, (b) drop out of school, (c) enroll in special education classes, (d) become teenage parents, and (e) become recipients of welfare (Schumacher, R., Irish, K. & Lombardi, J. 2003. Meeting Great Expectations: Integrating early education program standards in childcare. Washington, DC: Center for Law and Social Policy. www.clasp.org; Schweinhart, L. J., Barnes, H. V., & Weikart, D. P. with W. S. Barnett and A. S. Epstein, 1993, *Significant Benefits: The High/Scope Perry Preschool Study Through Age 27*, Ypsilanti, MI: High Scope Press).

Therefore, the mission of the OSR is to provide 4-year-old children with access to high quality appropriate pre-kindergarten experiences. The OSR also strives to promote excellence and consistency of practice for all early childhood education programs and childcare facilities in the state of Alabama.

GUIDING PRINCIPLES

There are a number of guiding principles on which the development of the *Alabama Performance Standards for 4-Year-Olds* is based:

Children are active learners.

- Children construct their own knowledge through physical, social, and mental activity (Piaget, J. & Inhelder, B. 1969. *The Psychology of the child*. New York: Basic Books. ; Bredekamp, S. & Copple, C. 1997. Developmentally Appropriate Practice in Early Childhood Programs. Revised ed. Washington, DC: NAEYC.) They learn through firsthand actions with objects and people in their world.
- As active learners, young children need opportunities to observe things and events in their present world, form their own hypotheses, try them out, find out what happens, and formulate their own answers (Dewey, J., 1944. Democracy and Education: An Introduction to the Philosophy of Education. New York: Free Press. ; Glassman, M., 2001. "Dewey and Vygotsky: Society, Experience, and Inquiry in Educational Practice", *Educational Researcher*, v. 30 (4). pp 3-14).
- Children find out about their world through play. All types of play: manipulative play, play with games, rough-and-tumble play, and socio-dramatic play provide children with opportunities to try things out, see what happens, and learn (Rubin, K. H., Bukowski, W. M., & Parker, J. G., 1998. "Peer interactions, relationships, and groups." In W. Damon (Series Ed.) & N. Eisenberg (Vol. Ed.), Handbook of Child Psychology, vol. 3 *Social, emotional, and personality development* (5th ed., pp. 619-700) New York: Wiley).
- An efficient way to meet children's active mode of learning is to organize their learning space through centers of interest. Centers include thematic play and work areas that are clearly delineated and organized. They encourage children to make decisions, learn new skills, practice skills previously gained, and to interact with other children and adults.

Development and learning are interrelated.

- Learning about self, developing social skills, and achievement motivation are related to children's intellectual development, learning content, skills, and physical health. Children's ideas about themselves affect not only interactions with others, but also how they perceive themselves as learners (Ladd, G. W., 1990. *"Having friends, keeping friends, making friends, and being liked by peers in the classroom: Predictors of children's early school adjustment?"* Child Development, v. 67, pp 1081-1100). Children's intellectual abilities and control over language are highly correlated with how they relate to and interact with peers. Children who use language efficiently to negotiate social situations or those who have the intellectual ability to consider another's point of view, are more likely to possess strong social skills.
- Learning to read and write depends in great part on how children feel about themselves and their ability to achieve (Bandura, A. 1997. Self-Efficacy: The Exercise of Control. Stanford University, New York: W. H. Freeman & Company).
- Children who believe that they can learn, and expect to achieve, do so (Seefeldt, Denton, Galper, & Younosai, 1999. *"The Relation between Head Start parents' participation in a transition demonstration, education, efficacy, and their children's academic abilities"*, *Early Childhood Research Quarterly*, v 14 (1), pp 99-109).

Young children are capable and competent.

- All children are capable of positive developmental outcomes. Therefore, there should be high expectations for all young children, regardless of their backgrounds, experience, physical, or mental capacities.

There are individual differences in rates of development among children.

- Each child is unique in the rate of growth and the development of skills and competencies. Some children may have a developmental delay or disability that requires program staff members to adapt expectations of individual children or adapt experiences so that children can be successful in achieving a particular performance standard.
- Each child is raised in a cultural context that may affect the approach that the teacher uses with each child.

Knowledge of child growth and development and consistent expectations are essential to maximizing educational experiences for children and to developing and implementing effective programs.

- Early care and education program staff must agree on what they expect children to know and be able to do (benchmark knowledge) within the context of child growth and development.

With this benchmark knowledge, early childhood staff members can make sound decisions about appropriate curriculum for the group and individual children.

Young children learn through active exploration of their environment through child-initiated and teacher-selected activities (Vygotsky, 1978. *Mind in Society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press).

- The early childhood environment should provide opportunities for children to explore materials and engage in concrete activities, and to interact with peers and adults in order to construct their own understanding of the world around them.
- There should be a balance of child-initiated and teacher-initiated activities in order to maximize children's learning.

Family involvement is necessary.

- Consideration of each child's unique circumstances, respect for each family, and cooperative involvement between families and preschools is critical to children's academic success and later school achievement.
- The close attachment between young children and their families demands family involvement.
- Family members and teachers must work together to create continuity of learning. Preschool experiences build on and extend what children learn at home. In turn, children's learning in school is extended and continued in the home.

Children's learning can be clarified, enriched, and extended.

- Appropriate early educational experiences can extend, expand, and clarify the ideas, concepts, language, and social skills children gain spontaneously.
- With the guidance of highly knowledgeable, trained, and skilled adults who understand both children and the knowledge, skills, and attitudes children need to acquire, children can learn more than they could on their own (Vygotsky, L. S., 1986. *Thought and Language*. Cambridge, Mass; MIT Press).

DIRECTIONS FOR USE AND INTERPRETATION OF THE *ALABAMA PERFORMANCE STANDARDS FOR 4-YEAR OLDS*

The *Alabama Performance Standards for 4-Year-Olds* are based on what is currently known about four-year old children, including what they should know and be able to do along a continuum of development. The Standards are grouped around eight areas of child development including:

- Emergent Literacy
- Emergent Mathematics
- Creative Arts
- Science and Environmental Education
- Technology
- Social and Emotional Development
- Approaches to Learning
- Physical Health and Development

Early childhood professionals can use these performance standards in a number of ways:

- I. To identify the developmental goals most children should reach by age five,
- II. To promote reasonable expectations and practical standards for parents and others who care for and teach young children,
- III. To improve the classroom environment and integrate the curriculum more effectively, and
- IV. To create the beginning of a continuum of learning that links early development to later success in school and life.

The performance standards in this document are fundamental and specific but not exhaustive. The *Alabama Performance Standards for 4-Year-Olds* SHOULD be used as a guide for teachers while planning pre-kindergarten experiences that will promote children's progress toward achieving benchmarks. All domains of development are considered equally important and should be incorporated into all children's daily activities. Each program for 4-year-olds, in developing local curricula, may include additional performance standards to address particular local needs or utilize local resources with distinctive implementation guidelines and goals. This document does not

contain a comprehensive list of every skill or knowledge that a 4-year-old child may exhibit and SHOULD NOT be used as a checklist, curriculum guide, or assessment tool.

“Every child has a right to his fifth year of life, his fourth year, his third year. He has a right to live each year with joy and self-fulfillment. No one should ever claim the power to make a child mortgage his today for the sake of tomorrow” (Jimmy Hymes). Taken from Developmentally Appropriate Practice in Early Childhood Programs, 3rd edition, Copple and Bredekamp 2009).

ALIGNMENT OF ALABAMA PERFORMANCE STANDARDS FOR 4-YEAR-OLDS WITH ALABAMA’S K-12 PUBLIC SCHOOL STANDARDS

In 2004, early care and education professionals from OSR and State Department of Education met and discussed alignment of the performance standards for 4- year-olds with the **Alabama Kindergarten Course of Study**. The Alabama Kindergarten Course of Study was adapted to form the first draft of possible standards for 4-year-olds.

The six content areas from the Alabama Kindergarten Course of Study (*i.e. Reading, Number and Operations, English Language Arts, Arts Education, Science, Physical Education*) were changed to *Emergent Literacy, Emergent Mathematics, Creative Arts, Science and Environmental Education, and Physical Health and Development* for the *Alabama Performance Standards for 4-Year-Olds* document, and to address specific needs of 4- year-olds, the *Technology, Social and Emotional Development, and Approaches to Learning* content areas were added. Criteria and format guidelines that were used to create the Alabama Kindergarten Course of Study were also used to develop the *Alabama Performance Standards for 4-Year-Olds*.

USE OF THE ALABAMA PERFORMANCE STANDARDS FOR 4-YEAR-OLDS WITH SPECIAL NEEDS AND DIVERSE CHILDREN

Reasonable accommodations to provide access for children with disabilities or developmental delays are required under the *Americans with Disabilities Act* and the *Individuals with Disabilities Education Act*. This legal right reflects the awareness that young children with disabilities are best served with their typically developing peers in community settings. “Children with disabilities do not have to be in a particular place with particular materials or people in order to learn. Learning opportunities abound for children in their home and community environments” (Sandall, McLean, &

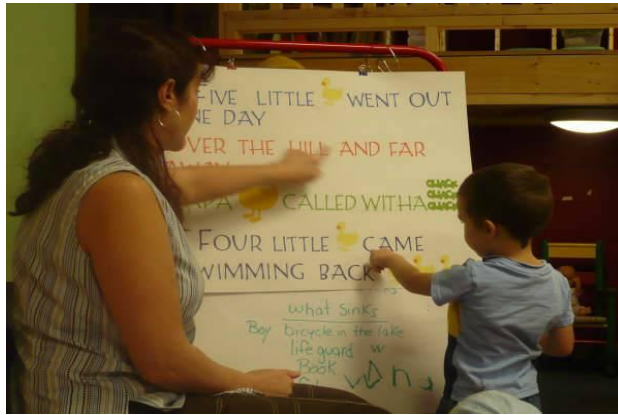
Smith, 2000. DEC Recommended Practices in Early Intervention/Early Childhood Special Education. Colorado: Sopris West. p. 9-10).

The NAEYC revised position statement explicitly applies to all children. Developmentally appropriate practice acknowledges the individuality of every child, including the child with disabilities. The goal is to support the development of all children. This is more likely to occur when the teacher knows each child as an individual and knows his/her strengths and needs. Preschool classrooms have always had children who learn at different rates, who have different interests and skills, and bring different backgrounds and experiences to the learning environment. As children with disabilities are included, the range of differences increases.

The guiding principles upon which the *Alabama Performance Standards for 4-Year-Olds* are based, are necessary but may not be sufficient to meet the unique needs of young children with disabilities. Disability is only one aspect of a child, not the whole child. The child with a disability is a child first. Modifications and accommodations to classroom activities, routines, and learning areas may be needed to enhance the participation of these children. Modifying curriculum and instruction is appropriate for any learner, it demonstrates acceptance and respect for individual differences, and should be the rule rather than the exception in quality preschool settings.

Teachers need to understand how children learn, recognize and respect individual differences, have a repertoire of strategies, and be willing to try alternative approaches. A good practice is to assess the environment. Identify the obstacles that keep children with disabilities from participating in activities across the day, and then identify accommodations or modifications. Use the least intrusive, most natural accommodations first. Decrease the accommodations when they are no longer needed.

Due to increasing diversity among young children in pre-kindergarten programs, teachers should use a variety of methods and approaches to stimulate growth and development. Children with disabilities and special needs should be included in the classroom with the necessary supports to ensure that their individual needs are met socially, intellectually, and physically. The *Alabama Performance Standards for 4-Year-Olds* does not include specific accommodations and modifications. However, it does support the inclusion of *ALL* children and collaborations with specialists trained in early intervention and early childhood special education to provide assistance and consultation for children with identified needs.



Experts tell us that if by age four, a child knows eight nursery rhymes by heart – chances are at age eight – he will be among the strongest readers in his class.

(Mem Fox)

Children need to hear 1000 books read aloud to them before they can read successfully.

(Mem Fox)

EMERGENT LITERACY

Besides oral language development, a number of other elements are essential to an effective program. A fundamental goal is making literacy experiences meaningful, interesting, and satisfying for children. In a literacy-rich environment, preschoolers enjoy looking at books and being read to, and they see that reading and writing help people do many useful and interesting things. Taken from *Developmentally Appropriate Practice in Early Childhood Programs*, 3rd edition, Copple and Bredekamp, 2009.

“The role of language development in children’s emotional development is significant. Children who have the language needed to identify, understand, and respond to their own and other’s emotions tolerate frustration and other strong emotions more easily and have more positive relationships with others” (Denham & Weissbert, 2004). Taken from *Developmentally Appropriate Practice in Early Childhood Programs*, 3rd edition, Copple and Bredekamp, 2009.


Standard 1: Children will develop listening skills for the purpose of comprehension.

Indicators	Examples	Supportive Practices
<p>1.1 Understand and follow directions</p> <p>1.2 Answer questions</p> <p>1.3 Show understanding of meaning of stories, songs, informational texts and poems read aloud</p> <p>1.4 Demonstrate progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story</p>	<p>The child will:</p> <ul style="list-style-type: none"> Follow simple spoken directions or symbols Repeat an instruction to a friend Respond to questions in conversation and questions from familiar adults and children Say, "The big billy goat tricked the troll" after listening to <i>The Three Billy Goats Gruff</i> Choose to retell a story during center time Draw a picture depicting some element of a story, song, poem, etc. 	<p>The teacher will:</p> <ul style="list-style-type: none"> Provide opportunities to listen for a variety of purposes (to learn what happens in a story, for instructions, to talk with another person, etc.) Provide opportunities to listen and respond Play "Simon Says" Start hand-clapping patterns Prompt complex responses with who, what, where, when, and why questions Read to children several times a day in small or large groups or to individual children Use props to retell stories (e.g. puppets, flannel board figures) Write or perform plays based on stories




"Fairy Tales are more than true; not because they tell us that dragons exist, but because they tell us that dragons can be beaten." (G.K. Chesterton)

Standard 2: Children will develop skills to discriminate the sounds of language (Phonological Awareness).

Indicators	Examples	Supportive Practices
<p>2.1 Identify words that rhyme</p> <p>2.2 Identify words with the same beginning and ending phonemes</p> <p>2.3 Hear syllables in words</p> <p>2.4 Isolate the beginning phoneme in a word</p> <p>2.5 Associate letters and phonemes</p> <p>2.6 Create/invent words by substituting one sound for another.</p> 	<p>The child will:</p> <ul style="list-style-type: none"> • Repeat rhymes such as <i>Humpty Dumpty</i> • Say, "Hog and dog sound the same" • Say, "Baby and bat start the same" • Clap syllables in a classmate's name • Count number of syllables in a word • Identify sound a word begins with • Make word families 	<p>The teacher will:</p> <ul style="list-style-type: none"> • Read rhyming books and poems • Repeat nursery rhymes • Play games with alliteration • Read books with alliteration • Play games with words beginning/ending with the same sound or specific sound • Clap out the syllables in words such as the months of the year • Count syllables as you clap • Have children line up by the beginning sound in their names • Say "I want to write moon so I have to listen to its first sound . . . moon, what sound is that? What letter do I need?"

"The more that you read, the more things you will know. The more that you learn, the more places you'll go."
(Dr. Seuss)

Standard 3: Children will develop an understanding of new vocabulary.

Indicators	Examples	Supportive Practices
<p>3.1 Increase vocabulary through everyday communication</p> <p>3.2 Use new and challenging vocabulary words correctly within the context of play or other classroom experiences</p> <p>3.3 Connect new vocabulary with prior educational experiences.</p> 	<p>The child will:</p> <ul style="list-style-type: none"> • In house center say, “Mama I need a colander for this spaghetti” • Participate in Morning Message/Daily News • Express ideas heard in stories • Help create a language experience chart after participating in a field trip • After reading about a sick pet going to the doctor, say “I want to be a veterinarian when I grow up” 	<p>The teacher will:</p> <ul style="list-style-type: none"> • Identify/define unfamiliar words in stories/books • Use a rich vocabulary when talking with children • Bring in familiar objects or pictures that children may not know the word for such as; colander, spatula, pliers, galoshes, spigot, tap, etc. • Write experiences stories, poems, songs, make lists, etc. making sure to add unfamiliar words • Repeat new words throughout the day in all daily routines

“Isn’t it great, that I articulate? Isn’t it grand? That you can understand. I don’t snort, I don’t eep, I don’t even squeak or squawk. When I wanna say something, I open up and talk, I can talk, I can talk, talk, talk.”
(Wilbur from E.B. White’s *Charlotte’s Web*)

Standard 4: Children will develop and expand expressive language skills (speaking).

Indicators

- 4.1 Demonstrate ability to express ideas for varied purposes including asking questions, making requests, sharing information and recounting events
- 4.2 Show progress in speaking sentences of increasing length and grammatical complexity
- 4.3 Show progress in speaking English (for non-English-speaking children)
- 4.4 Engage in conversations with adults and children



Examples

The child will:

- Say, "I would like to use the computer next"
- If non-English speaking child – say, "time for centers"
- Retell *The Frog Prince* saying, "He wanted to sleep on her pillow so he jumped into the water to get the ball"
- Pretend with words or actions
- Tell real or make-believe stories
- Expand on ideas
- Ask and answer questions for information or to solve problems

Supportive Practices

The teacher will:

- Engage in conversations with children daily, listening to children and giving them time to respond
- Read aloud several times every day using different voices and characters
- Use effective communication skills such as speaking in complete sentences and using appropriate grammar
- Engage in complex questioning such as, "what must have happened when..?", "can you see a possible solution to....?"



"You may have tangible wealth untold;
Caskets of jewels and coffers of gold.
Richer than I you can never be
I had a mother [and hopefully *a teacher*] who read to me."

(Strickland Gillilan)

Standard 5: Children will develop age-appropriate writing skills.

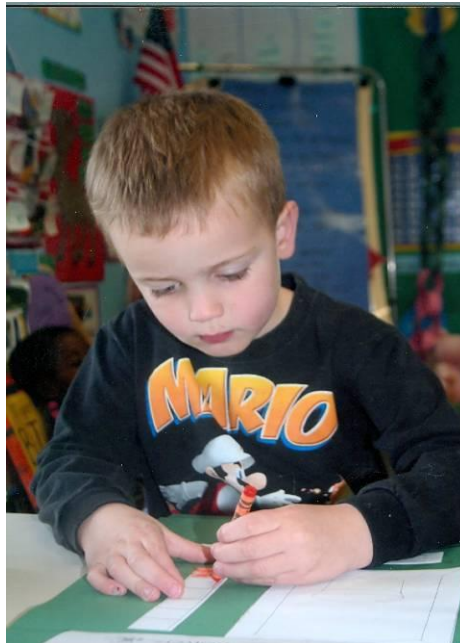
Indicators

- 5.1 Use a variety of writing tools, materials and surfaces
- 5.2 Understand that print is used to communicate ideas and information (writing for a purpose)
- 5.3 Use a left to right pattern of writing
- 5.4 Progress from using scribbles, shapes or pictures to represent ideas, to using letters or letter-like symbols, or writing familiar words such as their own names
- 5.5 Participate in writing opportunities

Examples

The child will:

- Sign-in each day
- Draw or write with pencils, markers, crayons, paint, shaving cream, etc.
- Draw or write on paper, cardboard, chalkboard, dry-erase board, etc.
- Write a list in dramatic play, make signs in block center, draw a picture to represent ideas, copy word cards, write name and names of friends, copy words from environment




Supportive Practices

The teacher will:

- Provide a wide variety of writing tools and paper in a writing center
- Provide props that encourage writing in the writing center and all other centers
(tablets, order forms, cards, envelopes, blank “checks,” clip boards, memo pads, sign-making materials, etc.)
- Provide materials for sign-in
- Provide opportunities for children to write a story or letters as a group
- Add vocabulary word cards related to current topic or interest to the writing center
- Add pictures or symbols to help non-readers
- Model appropriate writing
- Create a morning message daily

Standard 6: Children will develop knowledge about the various uses of print and characteristics of written language (concepts about print).

Indicators	Examples	Supportive Practices
<p>6.1 Show increasing awareness of print in the classroom, home and community</p> <p>6.2 Demonstrate increasing awareness of print concepts including learning that print is read from left to right and from top to bottom on a page, that speech can be written down and that print conveys a message</p> <p>6.3 Show progress in recognizing the association between spoken and written words by following print as it is read aloud</p> <p>6.4 Demonstrate increasing awareness that: a word is a unit of print; that letters are grouped to form a word; and that words are separated by spaces</p> 	<p>The child will:</p> <ul style="list-style-type: none"> • Point out a stop sign on the way home from school • Look at books appropriately, left to right, top to bottom, turning one page at a time, front to back of book • Offer suggestions for a list the teacher is making of items needed for a field trip • “Write” from left to right • Move hand along a printed chart as the teacher reads it to the class • Point to familiar words such as <i>McDonald’s</i> on a menu • Arrange several letters and ask, “What does this say?” 	<p>The teacher will:</p> <ul style="list-style-type: none"> • Have textured letters to feel/trace with fingers. • Link children’s spoken communication with written language • Label materials in the classroom. Make and post signs and charts in the room at child’s eye level • Read the signs/charts with children • Place familiar logos around the classroom • Provide opportunities to count words in a sentence, list, poems, etc. • Invite children to dictate stories to go with art work and write what they say • Encourage interest and knowledge in books and other print by placing appropriate materials in all areas of the classroom (cookbooks, telephone books, menus, books related to each center, etc.) • Model writing – let children see teacher write their names, attendance records, etc.

Standard 7: Children will develop letter knowledge.

Indicators	Examples	Supportive Practices
<p>7.1 Show progress in associating the names of letters with their shapes and sounds</p> <p>7.2 Demonstrate increased ability to notice the beginning letters in familiar words</p> <p>7.3 Identify letters of the alphabet, especially letters in own name</p> <p>7.4 Know that letters of the alphabet are a special category of visual graphics that can be individually named</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Recognize/identify letters in own name • Identify other upper and lower case letters • Hold up a letter and say, "That's in my name" • Recognize letters in environmental print ("s" in <u>s</u>top) • Say, "My name begins like cat" • Say, "David and Drew have the same first letter" 	<p>The teacher will:</p> <ul style="list-style-type: none"> • Take every opportunity to use child's name (label child's work, photos, learning centers, cubbies, etc.) • When reading or writing charts, lists, or stories dictated by children – call attention to words that begin with the same letters, allow children to find letters in their own name • Read alphabet books to the children and place these in book or writing centers • Display alphabet at the children's eye level • Provide alphabet puzzles • Provide opportunities and materials for daily sign-in • Have a variety of letters for children's use (magnetic, foam, letter cards, etc.) • Put name cards and cards with familiar words (with pictures) in the writing area • Use transition times to play alphabet games (if your name begins/ends with . . . could you find the letter . . . etc.) • Play "Mystery Letter" daily, drawing elements of a letter one at a time and have children guess after each clue



EMERGENT MATHEMATICS

"Think left and think right and think low and think high. Oh, the things you think up if only you try." (Dr. Seuss)

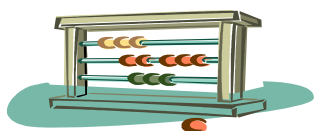
Because young children's experiences fundamentally shape their attitudes toward mathematics, an engaging and encouraging climate for children's early encounters with mathematics is important. It is vital for young children to develop confidence in their ability to understand and use mathematics – in other words, to see mathematics within their reach. (NAEYC & NCTM, 2002)

Preschoolers are beginning to construct working concepts of numbers through interactions with people and materials. They are developing an understanding of the essential and fundamental properties of the number system and underlying assumptions about the nature and behavior of numbers. Classroom activities for 4-year-olds should capitalize on children's natural curiosity and need to understand the world around them by placing emphasis on numbers, shapes, sizes, and patterns. (Hohmann, M. & Weikart, D. P. [2002]. Educating Young Children, second edition. Ypsilanti, Michigan: High Scope Press).

Standard 1: Children will begin to develop an awareness and understanding of numbers.

Indicators

- 1.1. Demonstrate increasing interest in and awareness of numbers and counting as a means for solving problems and determining quantity
- 1.2. Use number concepts, vocabulary, and quantities in meaningful ways
- 1.3. Show increasing ability to count in sequence to 10 and beyond
- 1.4. Demonstrate use of one-to-one correspondence in counting objects and matching groups of objects
- 1.5. Use math vocabulary to compare numbers of objects with terms such as more, less, equal to, greater than, fewer than
- 1.6. Begin to recognize written numerals in meaningful ways
- 1.7. Demonstrate growth in the ability to persist in and complete a variety of numeracy tasks, activities, projects, and experiences including estimations



Examples

The child will:


- Sing counting songs
- Recite finger plays and rhymes with classmates
- Participate in counting activities (count number of classmates waiting in line for bus, count number of spaces to move in a board game, etc.)
- Count out three seashells when seeing the numeral "3"
- Match teddy bear counters to animal pictures on a card; place a napkin for each child around lunch table
- Count number of boys and girls present and determine which group has fewer or more members
- Compare two items on a simple graph and determine which is "more" or "less"
- Estimate the number of marbles in a jar
- Estimate how many steps it will take to walk from the classroom to the gym

Supportive Practices

The teacher will:

- Provide real objects for daily counting opportunities (cotton balls, pegs, links, etc.)
- Rotate materials to maintain interest (farm animals, dinosaur counters, etc. rotated in block area)
- Read books containing math concepts
- Provide opportunities to dramatize counting rhymes and finger plays
- Use transitions as a time to incorporate math (sort children by gender, clothing, etc.)
- Use math concepts and terms while speaking throughout the day (use descriptions such as "this rock is *larger*," "we have *fewer* girls here today," etc.)
- While acting out "Let's Go On a Bear Hunt," emphasize words such as *over*, *under*, *around*
- Play simple board games that allow children to throw dice or use a spinner to play the game.

Standard 2: Children will develop an understanding of basic geometric shapes and develop a sense of space.

Indicators	Examples	Supportive Practices
<p>2.1 Recognize, describe, compare, and name common shapes, their parts, and attributes</p> <p>2.2 Uses classroom materials to put together and create shapes</p> <p>2.3 Begin to understand concept of “part” and “whole” using real objects</p> <p>2.4. Build an increasing understanding of directionality, order, and positions of objects, as well as increase understanding of words such as up, down, over, under, top, bottom, inside, outside, in front, behind, next to, and beside</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Recognize that a triangle is different from a rectangle • Point to a square and count its sides • Use play dough or blocks to form shapes • Find common shapes in the room, talk about them, and compare them to others in their environment • Explore unseen common shapes by feel versus sight • Work variety of puzzles • Recognize the difference between a whole apple and part of an apple • Use pattern cards to match the same size and shape • Use links to measure the length of a shape • Use positional words during play (over, under, behind, etc.) 	<p>The teacher will:</p> <ul style="list-style-type: none"> • Provide daily opportunities to see and describe shapes (traffic signs in block area, round paper plates art area, etc.) • Call attention to different shapes throughout the classroom (clock as circle, door as rectangle, etc.) • Provide many tactile shape opportunities such as “feel and guess” bags – rotating items often • Play “I Spy” saying “I see something in the shape of a circle.” • Make available puzzles with varying number of pieces, themes, etc. • Provide hands-on opportunities using whole/part concept • Provide many hands-on opportunities to measure or compare objects in classroom • When observing children, include positional words such as “on <i>top</i> of the tower, <i>beside</i> the bed,” etc.

Can you do division? Divide a loaf by a knife – what’s the answer to **that**?
(Through the Looking Glass by Lewis Carroll)

Standard 3: Children will show awareness of, recognize, and create patterns.

Indicators	Examples	Supportive Practices
<p>3.1 Demonstrate enhanced abilities to recognize, duplicate, and extend simple patterns using a variety of materials, as well as identify patterns in real-world situations</p> <p>3.2 Show increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes (shape, size, color, etc)</p> <p>3.3 Make comparisons and describe objects based on attributes</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Create patterns using manipulatives, blocks, and materials with a variety of properties (shape, color, size, etc) • Recognize a pattern in a string of beads and determine which bead is needed to continue the pattern • Match patterns kinesthetically such as: clap/snap/clap • Align animals from smallest to largest, mix them up, then sort by color • Find “Things That Go Together” when playing with objects (shoe & sock; comb & brush; pencil & paper, etc.) • Sort and classify objects in more than one way (color, texture, shape, etc.), for example – group red bears, blue bears, red frogs, and blue frogs, sorting by color and animal • Sort through a box of buttons and make up own rules for sorting; describe their strategy • Compare objects using descriptions such as bigger-smaller; longer-shorter; hotter-colder; lighter-heavier, etc. 	<p>The teacher will:</p> <ul style="list-style-type: none"> • Use real objects for sorting and patterning, allowing children to: explore with beads and ribbons; copy patterns; establish own patterns while teacher listens to child’s reasoning, “I put all my red beads on first, then I put all my yellow beads together,” or “I used a big bead and a little bead, a big bead and a little bead” • Use a variety of materials for sorting (muffin tins, egg cartons, ice trays, etc.) • Provide opportunities for children to listen and repeat patterns (clap, clap, clap, pause; clap, clap, clap, pause) • Challenge children to make comparisons when sorting through objects (while sorting cotton balls and marbles – encourage dialogue – “these are fluffy and soft/these are smooth and hard” or while sorting through buttons – “these are large, these are medium-sized, etc.)

“Today was good. Today was fun. Tomorrow is another one.”
(Dr. Seuss)

Standard 4: Children will explore concepts of basic measurements.

Indicators

- 4.1 Measure the length, volume (capacity) and weight of objects using standard or non-standard measures
- 4.2 Begin to understand the concept of currency as a means of exchange
- 4.3 Exhibit awareness of simple time passage within daily life
- 4.4 Use mathematical language to describe experiences involving measurement such as long, short, longer, shorter
- 4.5 Compare and order objects in graduated order (shortest to tallest; thinnest to thickest)



Examples

The child will:

- Use unit blocks, pieces of string or links to measure the length of the table
- Use a ruler to measure the length of a block
- Use a balance scale to see which objects weigh more
- Use a plastic cup to measure water while playing at water table
- Use play money to purchase food from pretend restaurant in classroom
- Sort coins into appropriate groups- nickels, dimes, pennies
- Use sand timer or wind-up timer to measure passage of time at the computer
- Use comparison terms, such as “my block is longer than yours” (heavy/light, big/little, tall/short)
- Put items in order from largest to smallest (bowls, flowers, straws)

Supportive Practices

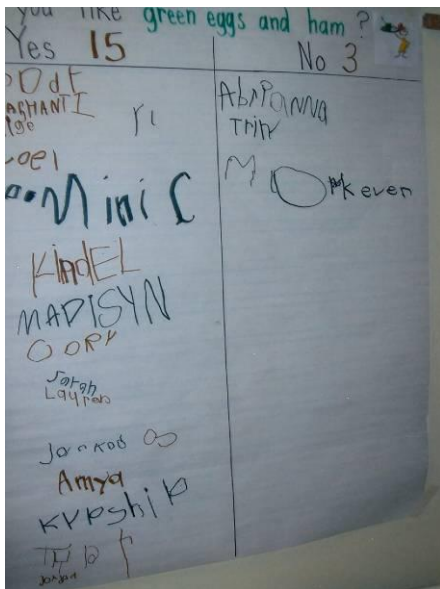
The teacher will:

- Make standard measuring tools available (balance scale, rulers, tape measure, etc.).
- Make non-standard tools available (pieces of string, unit blocks, paper clips, popsicle sticks, etc.).
- Create a class grocery store and “price” items with stickers. Add pretend checkbooks, pretend money, etc.
- Use cooking activities to incorporate measuring
- Place assortment of measuring tools throughout the classroom. Rotate these often
- Make available scales or balances – encourage children to compare items
- Use daily schedule to help children understand the concept of time “snack time is after outdoor time,”
- Lead conversations about yesterday, today or tomorrow.

Standard 5: Children will analyze data within small and large group settings.

Indicators

- 5.1 Sort and classify objects using one attribute
- 5.2 Sort and classify objects using more than one attribute
- 5.3 Sort and classify objects using self selected criteria
- 5.4 Develops ability to collect, describe, and record information through drawings, maps, charts, and graphs



Examples

The child will:

- Place all the red crayons together and all the green crayons together (sort by color)
- Making a grouping of red triangles, green triangles, red squares, and green squares (sorted by color and shape)
- Sort through a box of buttons and explain "I put all of the big buttons together"
- Help create a chart of favorite foods by placing name or symbol under the correct column
- Help create a graph of types of shoes worn in the classroom by placing shoes on a floor graph

Supportive Practices

The teacher will:

- Provide many materials for children to sort and classify in different ways (attribute blocks, connecting tiles, teddy bear counters, etc.)
- Pose lots of questions – how are these alike....different....what could we do to make another group? Is there another way?
- Create meaningful displays (birthday charts, daily schedule, class-made charts, etc.)
- Talk about data and ask questions such as, "which category had the most/least?"
- Provide activities that require children to observe and find ways to record what they see
- Uses "not" language to help children analyze their data ("all of these things are not red, all of these things are red)






CREATIVE ARTS

"All children are artists. The problem is how to remain an artist once he grows up."
(Pablo Picasso)

"Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning. Play is really the work of childhood."
(Fred Rogers)

Creativity is important to children's early learning experiences. Children who are given opportunities to discover their imagination and creativity through a variety of activities are learning to express their personality. Imaginative expression influences children's growing competence as creative problem solvers and provides insight about the world around them. Teachers support creative learning by providing experiences that encourage children to use their imagination and to try new ideas and materials (Althouse, Johnson & Mitchell, 2003).

Standard 1: Children will use art for creative expression and representation.

Indicators	Examples	Supportive Practices
<p>1.1 Understand and share opinions about artistic endeavors and experiences</p> <p>1.2 Use different art media and materials in a variety of ways for creative expression and representation</p> <p>1.3 Progress in ability to create drawings, paintings, and sculptures that are more detailed, creative or realistic</p> 	<p>The child will:</p> <ul style="list-style-type: none"> • Choose own materials to cut, glue, paint or draw • Express individuality with art materials • Draw artwork to extend topics being studied in the classroom • Use line, shape, form, color, texture, design and pattern • Talk about their art activities and projects to another person 	<p>The teacher will:</p> <ul style="list-style-type: none"> • Provide children with opportunities to explore a variety of art materials and tools • Make materials accessible for a substantial part of the day • Provide materials to use in 3D art (clay, play dough, craft sticks, Styrofoam, or carpentry) • Encourage children to use materials that promote self-expression in art activities • Allow time for group projects to extend over a period of several days • Allow time for children to show and tell about their art activities • Display children's work within the classroom

"I have been doodling with ink and watercolor on paper all my life. It's my way of stirring up my imagination to see what I find hidden in my head. I call the results dream pictures, fantasy sketches, and even brain-sharpening exercises."

(Maurice Sendak)



Standard 2: Children will show self-expression through music and movement.

Indicators	Examples	Supportive Practices
<p>2.1 Express self through music and movement</p> <p>2.2 Demonstrate the ability to use music and movement</p> <p>2.3 Identify different types of music</p> <p>2.4 Appreciate listening to a variety of music forms</p> <p>2.5 Discover different types of musical instruments</p> 	<p>The child will:</p> <ul style="list-style-type: none"> • Sing familiar songs, chants, and finger plays • Participate in a variety of musical activities • Initiate movement and music activities • Dance to different types of music such as jazz, classical and ethnic • Discover rhythm instruments from different cultures • Recognize and repeat patterns in music • Make own instruments • Use movement to explore body awareness 	<p>The teacher will:</p> <ul style="list-style-type: none"> • Initiate music activities daily • Make music materials accessible for children's use • Provide a variety of musical instruments and props • Initiate some music and movement activities daily • Play a variety of music types for listening and for participation • Make music available as both a free choice and group activity • Use music activities to extend children's learning • Invite visitors to come in and play music



Standard 3: Children will participate in a variety of dramatic play activities.

Indicators

- 3.1 Explore a variety of creative activities through drama
- 3.2 Characterize fantasy and real-life experiences through imaginative play
- 3.3 Show expression of own ideas through dramatic play activities
- 3.4 Engage in cooperative pretend play with another child



Examples

The child will:

- Imitate roles of people, animals or objects observed in the child's life experiences
- Act out roles from observations of life experiences (mom, dad teacher, baby, policeman, etc.)
- Make up new roles from experiences
- Make use of props or costumes during dramatic play activities
- Make a distinction between real and pretend

Supportive Practices

The teacher will:

- Create situations where children can role play familiar roles or situations
- Make many dramatic play materials accessible daily
- Provide and rotate materials for a variety of themes
- Provide materials and props that represent diversity
- Provide pictures, stories and trips to enrich dramatic play
- Provide community helpers
- Redirect children from inappropriate behaviors
- Talk with children about real and pretend situations and help them to understand the difference

Standard 4: Children will show an appreciation for creative activities.

Indicators	Examples	Supportive Practices
<p>4.1 Develop confidence and a positive self-concept while engaging in creative processes</p> <p>4.2 Show increased interest and enjoyment in creative development activities</p> <p>4.3. Contribute original ideas and exhibit flexibility in creative activities</p> <p>4.4 Use oral language to describe or explain art</p> <p>4.6 Recognize and name a variety of art forms</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Choose to work with creative art materials during choice time • Respond to the creative work of others (hum, sway, tap foot, etc.) • Identify a picture, painting, drawing, statue, collage, etc. • Appreciate and value the work of others • Be able to discuss artwork 	<p>The teacher will:</p> <ul style="list-style-type: none"> • Provide a wide variety of creative activities and materials for children's use daily • Provide opportunities for children to work on creative activities in groups or individually • Encourage children to positively comment on work of others • Encourage children to discuss their own work. • Ask children how music or art makes them feel • Display children's art and professional art throughout the classroom • Discuss the various types and characteristics of creative work (painting, sculpture, photography, etc.)



Science and Environmental Education

"Whoever touches the life of a child touches the most sensitive point of a whole which has roots in the most distant past and climbs toward the infinite future."

(Maria Montessori)

"High-quality science programs for children ages 3 to 5 are based on an understanding of how children learn, what they are capable of learning, and appropriate science content....science is an integral part of the classroom. In the hands of a skilled teacher, a good science program emerges from a carefully designed environment, clear goals, and children's interests, questions, and play. Science is not confined to a science table or focused on learning facts. Nor is it found in projects that focus on a narrow topic that does not involve direct experience, such as a study of bears or penguins." (Worth and Grollman 2003, *Worms, Shadows and Whirlpools: Science in the Early Childhood Classroom*). Taken from *Developmentally Appropriate Practice in Early Childhood Programs*, 3rd edition, Copple and Bredekamp, 2009).

Standard 1: Children will acquire knowledge related to physical science.

Indicators	Examples	Supportive Practices
<p>1.1 Sort and classify objects as solids or liquids</p> <p>1.2 Examine, describe, and compare the properties of solids and liquids</p> <p>1.3 Name and use simple machines in the context of daily play and problem-solving</p> <p>1.4 Design and create items with simple tools</p> <p>1.5 Use a variety of scientific tools to investigate, explore, and compare objects in the classroom and schoolyard</p> <p>1.6. Explore and describe different types of speed and motion</p> <p>1.7 Explore different sounds</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Observe a variety of matter as they are heated, cooled or altered, (color-mixing, plant and animal growth) • Manipulate clay, play dough, paints, paper, cloth, sand, corks, Styrofoam, sponges, metals, marbles, rocks, feathers, cotton, etc. • Play and experiment with pulleys, wheels, wedges, inclined planes, balancing scales • Use scissors, nuts/bolts, paper punch, art implements, staplers, magnifiers, scales, measurement devices, eye droppers, graphs, magnets, etc. • Move to slow and fast music, play with push toys and pull toys, swings, balls and wheel toys; play <i>Follow the Leader</i> with different motions 	<p>The teacher will:</p> <ul style="list-style-type: none"> • Conduct experiments using food coloring in water, milk, and other food experiences – provide eye droppers • Provide opportunities for snack preparation using an electric skillet, blender, hand mixer, freezer and refrigeration to observe changes during the processes of heating, cooling, mixing, and combining • Provide items for investigation to discover properties such as magnetism, sink/float, heavy/light, smooth/rough, (using items from the classroom and from outside) • Provide magnifiers, magnets, ramps, scales, funnels, measuring cups, waterwheels, inclined planes in the science and/or water and sand areas for investigation • Provide scissors, hole punches, tape, stapler, scrap items (paper towel tubes, small boxes, cotton balls, craft sticks, etc.) in the art area for construction of 3-D projects • Provide opportunities to experiment with balls, blocks, feathers, rocks, etc.



to see what happens when they are dropped or placed on top of slides/slopes

- Provide experiments for sound production using water in glass containers, rhythm instruments, and opportunities for discovering different sounds made by shaking items in cans or boxes
- Use music in whole group and small group
- Provide large graphs for sorting rocks, shells, nuts, blocks, leaves, etc.

Standard 2: Children will acquire knowledge related to life sciences and our environment.

Indicators	Examples	Supportive Practices
<p>2.1 Demonstrate respect for the world around us</p> <p>2.2 Describe basic needs of how to care for living things</p> <p>2.3 Demonstrate knowledge of changes that plants and animals pass through during life cycles</p> <p>2.4 Show respect for her own body</p> <p>2.5 Identify and describe common animals and insects, and their natural habitats</p>	<p>The children will:</p> <ul style="list-style-type: none"> • Participate in recycling and re-use efforts, and use trash receptacles • Plant seeds, observe growth, and nurture plants • Observe and care for classroom pets • Observe, describe, and document life cycles of butterflies, seeds, birds • Match common animals and insects with their habitats (i.e. farm, forest, jungle, oceans, trees, lakes, polar circles, nests) 	<p>The teacher will:</p> <ul style="list-style-type: none"> • Provide scrap paper and cardboard containers in the art area for “scrap art” • Go on a “litter” hunt (provide plastic gloves and trash bags) • Model respect for our environment by not leaving water running, re-using paper, and using found objects for art and science; talk about using trash receptacles and not littering lakes or oceans • Plant a tree on the playground; take photographs of children standing next to the tree during each season; observe and document growth; take paper and crayons outside for observational drawings • Prepare simple graphs for sorting seeds, leaves, nuts, berries, etc. by size, shape, color, and texture • Provide soil, water and seeds for planting; re-use small clean milk cartons for planters; cut out one side and replace with plastic wrap for observing seed

		<p>germination</p> <ul style="list-style-type: none"> • Observe animals and plants in various stages of life (i.e. frogs, butterflies, seed germination) • Provide several different types of plants in the classroom and/or outdoors (i.e. flowering plant, fern, succulent, herbs); measure growth over time and compare leaves and stems; provide watering cans, misters and tools for indoor and outdoor gardening activities; discuss what is needed for optimum plant growth (air, water, light)
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Standard 3: Children will acquire knowledge related to earth and space science.

Indicators	Examples	Supportive Practices
<p>3.1 Identify and classify objects observed in the day sky and in the night sky</p> <p>3.2 Identify common earth materials and landforms</p> <p>3.3. Identify four seasons and tell characteristics of each</p> <p>3.4 Explain impact of weather on daily activities</p> <p>3.5 Observe and describe light and shadows</p> <p>3.6 Identify, describe, and compare natural items from their immediate environment</p>	<p>The children will:</p> <ul style="list-style-type: none"> • Identify the sun, moon, clouds, rainbows, and stars and classify them as to “day” or “night” • Collect rocks, sand, and soil, and classify/sort according to texture, size, shape and color • Use pictorial representations to identify the current season and match with weather pictures and appropriate clothing • Describe daily weather using appropriate terms (rainy, cloudy, sunny, hot, cold, foggy, snowy, partly cloudy, etc.), compare and graph temperature changes • Tell how schedules and clothing choices change if it is rainy or snowy; cold or hot • Manipulate materials to create shadows and observe how light affects the environment • Collect, identify, compare items such as seeds, leaves, pine cones, nuts 	<p>The teacher will:</p> <ul style="list-style-type: none"> • Discuss different shapes of clouds and provide materials such as cotton balls and blue paper in the art or science area • Take children outside to lie on their backs and observe the clouds • Provide flannel board and felt representations of sun, moon, stars, clouds, rainbows, and raindrops for creation of various night or day skies • Provide time outdoors for children to observe the affects of wind on grass, leaves, and landforms. • Encourage children to collect different rocks at home and at school and compare them by different attributes; bring in sand and soils and discuss their textures, color and how they feel • Support the production of a map of the school yard; discuss how the school yard looks in different areas (grass, soil, erosion from rain water, etc.) • In dramatic play area, provide different types of outerwear (raincoat, boots,

		<p>rain hats, mittens, etc.)</p> <ul style="list-style-type: none"> • Discuss appropriate clothing for each season during circle time, using photographs, paper dolls, and/or felt representations • Provide exploration of water at different temperatures and discuss how it feels • Experiment with leaving items such as rocks, metal, crayons, sand, etc. in the sun and discuss changes and differences in how they feel • Introduce and use daily terms such as thermometer, weather descriptions, names of seasons, and meteorologist during circle time • Locate Weather.com on computer and check the weather for your area each day; graph changes in weather daily • Discuss what happens as the weather changes and how it affects outside play, plants, clothing and animals • Use prisms and flashlights for experimentation with light and shadows
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Standard 4: Children will develop the ability to use scientific processes and inquiry.

Indicators

- 4.1. Use simple visual tools to represent and compare size, shape, quantity, color, texture
- 4.2 Use senses to gather information, classify objects, observe processes, and describe materials
- 4.3 Make predictions and test ideas based on trial and error, observation, prior experience, demonstrations, and discussions
- 4.4 Describe simple cause and effect relationships



Examples

The child will:

- Interpret and create pictographs, bar graphs, Venn diagrams, charts, etc.
- Write in journals and create observational drawings
- Identify and describe objects and foods based on taste, odor, sound, texture and appearance
- Manipulate materials, observe demonstrations, and predict what will happen
- Predict what will happen when a force acts on an object (i.e. wind, heat, chill, combining substances)

Supportive Practices

The teacher will:

- Use Venn diagrams, graphs, and charts on daily basis in whole group to show evidence of learning over time
- Include individual laminated graphs and charts in math and science areas
- Prepare sheets for observational drawings and simple journals (stapled drawing paper) for the science area
- Make a “feeling box” by preparing a small cardboard box (such as a shoe box), cut a hole large enough for a child’s hand in one end; place object in box for child to identify by putting his hand through the hole and feeling
- Record vocabulary generated by above three activities; model and encourage use on a daily basis
- Set up experiments during free play and small group; record children’s predictions of what will happen on chart paper and tally responses



- Model and use if/then statements and open-ended questions (“If I put one more block on this tower, then . . .” “What will happen if we put an ice cube in the sun?” “What will happen if we put our plant in the closet?” “What will happen when I mix milk with the pudding mix?”)
- Provide multiple opportunities for food experiences in the science and math areas, and for snacks



TECHNOLOGY

"I believe that everything in a child's development is connected – what has gone before, what is happening now, and what will happen in the future."

(Fred Rogers)

The use of technology in pre-kindergarten classrooms allows young children to expand their abilities to acquire information, solve problems, and communicate with others. Technology provides them with a different method to learn about themselves and the world around them and to keep up with changes and advances in society. (Hohmann, M. & Weikart, D.P. [2002] Educating Young Children, second edition, Ypsilanti, Michigan: High Scope Press: www.tea.state.tx.us/curriculum/early/prekguide.html).

Today's world is rapidly and increasingly becoming ever more dependent on technology. To successfully function in the world of today and the future, children must be prepared to use and understand technology (NCR, 2001).

Standard 1: Children will gain knowledge of technology.

Indicators

- 1.1 Gain foundational knowledge of technology
- 1.2 Demonstrate an awareness of computers and the purpose they serve as a learning tool
- 1.3 Show knowledge of computer usage through active and cooperative use
- 1.4 Use computers for a variety of purposes
- 1.5 Identify technology as a communication system of the world
- 1.6 Gain knowledge of and identify the use of a variety of media and technology tools



Examples

The child will:

- Be able to identify different forms of technology
- Use the computer for enjoyment, playing games, watching DVD's
- Identify that computers are for observing, discussing and cooperative work
- Use the computer for writing
- Search and use keys instead of randomly hitting keys
- Identify the parts of the computer
- Learn how to use the telephone, camera, tape recorder, stereo, etc.
- Create his own designs using a variety of technology tools

Supportive Practices

The teacher will:

- Provide activities to familiarize children with technology found in their everyday world (e.g. digital camera, photo camera, computers)
- Acquaint children with the computer
- Demonstrate activities using the computer
- Provide appropriate programs for the children's use on the computer
- Demonstrate appropriate activities for using the telephone
- Help children to understand using the tape recorder, earphones and CD player
- Discuss technology tools of the early years compared to today
- Help children to understand their own creativity using technology






SOCIAL EMOTIONAL DEVELOPMENT

"It's the people who feel strong and good about themselves inside who are best able to accept outside differences – their own or others'. We help children develop this ability every time we affirm how special they are to us for being themselves, and how special to us are all the things that make each person different from anyone else."
(Fred Rogers)

According to early childhood literature, early social and emotional competence is the foundation for all later development. The social relations young children form with peers and adults are important because it is from these relationships that preschoolers generate their understanding of the social world, and form constructive images of themselves and others. Positive social settings, interactions, and images of self provide children with the fuel they need to pursue ideas and intentions in other realms, and rebound from setbacks. Relationships created during early childhood serve as models that can be used in the construction of future relationships. (Hohmann, M. & Weikart, D. P. [2002]. Educating Young Children, second edition. Ypsilanti, Michigan: High Scope Press).

Standard 1: Children will develop confidence and positive self-awareness.

Indicators	Examples	Supportive Practices
<p>1.1 Develop and express awareness of self in terms of specific abilities, characteristics and accomplishments</p> <p>1.2 Grow in capacity for independence</p> 	<p>The child will:</p> <ul style="list-style-type: none"> • Take pride in accomplishments (“I am four years old and I can do this by myself.”) • Choose activities; take care of personal needs 	<p>The teacher will:</p> <ul style="list-style-type: none"> • Print child’s name on artwork and on child’s locker • Use name charts in classroom, assign jobs, make lists, create sign-in sheets, etc. so children can identify their names. • Prepare helper charts • Assign cubbies to children with their names • Practice routines with children in order for them to become self sufficient

“Real isn’t how you are made,” said the Skin Horse. “It’s a thing that happens to you. When a child loves you for a long, long time, not just to play with, but REALLY loves you, then you become real.”

(From the Velveteen Rabbit by Margery Williams)


Standard 2: Children will increase the capacity for self control.

Indicators	Examples	Supportive Practices
<p>2.1 Play cooperatively and interact with others</p> <p>2.2 Deal with feelings in an age-appropriate way</p> <p>2.3 Identify and label feelings</p>	<p>The children will:</p> <ul style="list-style-type: none"> • Work with classmates to complete a project • Respect personal space and belongings of others • Respond appropriately to a friend when she says, "No." • Identify common emotions • Use words to express frustration rather than hitting another child 	<p>The teacher will:</p> <ul style="list-style-type: none"> • Encourage children to use words when standing up for their rights ("I don't like it when you say call me bad names.") • Provide games and materials that require children to work together (<i>Candyland, Memory, Parachute play, murals, etc.</i>) • Encourage children to express their thoughts and feelings ("If someone takes a toy from you, tell the child you were not finished playing with it and that you want it back.") • Provide children with social scripts and various vocabulary words with which to interact and describe feelings


"What do you do with the mad that you feel when you feel so mad you could bite?" was a question that a child really did ask a doctor one day. When I heard it, it reminded me how intense children's anger can be – and how hard for them to cope with and understand."

(Fred Rogers)

Standard 3: Children will develop interpersonal and social skills for relating with other people.

Indicator	Examples	Supportive Practices
<p>3.1 Show increasing ability to use compromise and discussion in working, playing and resolving conflict with peers</p> <p>3.2 Take turns in games and when using materials</p> <p>3.3 Show understanding and respect for the property of others</p>	<p>The children will:</p> <ul style="list-style-type: none">• Suggest another block to use when two children both want to use the same piece• Wait patiently until his turn arrives• Ask another child to share toy and say, "Thank you."  A photograph showing three children playing in a sandpit. A girl with curly hair is on the left, a boy is in the middle, and another boy is on the right. They are all focused on their play with sand and toys. The background shows a classroom setting with shelves and other toys.	<p>The teacher will:</p> <ul style="list-style-type: none">• Use appropriate intervention skills when disputes occur• Encourage children to "use their words" to convey feelings ("You used the yellow marker first, now I want to use it.")• Provide labeled space for each child's personal belongings• Arrange classroom so that children may play without interruptions (quiet spaces away from noisier areas)• Provide "space for privacy" for children who choose to retreat from classmates

Standard 4: Children will develop a respect for differences in people and an appreciation of their role as being a member of the family, classroom, and the community.

Indicator	Examples	Supportive Practices
<p>4.1 Show progress in understanding similarities and respecting differences in people</p> <p>4.2 Treat everyone with respect and dignity</p> <p>4.3 Develop an awareness of how people positively affect the environment</p> 	<p>The children will:</p> <ul style="list-style-type: none"> • Give examples of family members and culture • Talk about their own family members and notice differences between their families and the families of others. Make comments such as , “Tasha’s family is different because she has two brothers and I have two sisters.” • Respond sympathetically to peers who are in need, upset, hurt or angry • Participate in maintaining an orderly environment by helping to keep the classroom clean and uncluttered 	<p>The teacher will:</p> <ul style="list-style-type: none"> • Post pictures of children’s families and discuss “how we are alike, how we are different” • Invite guests to visit the classroom • Display books or pictures that reflect different cultures, gender identity, races, etc. • Develop class book about “My Family” • Include classroom props such as: sets of puppets, dolls or figures that represent families of different structures and cultures; books that include males and females in diverse roles; posters and books that include individuals with different abilities, etc. • Use recycled materials to create props for play; involve families in saving these materials for the classroom




APPROACHES TO LEARNING

Children learn concepts, form ideas, and create symbols and abstractions through self-initiated activity. Self-initiated activity, within social contexts, makes it possible for young children to be involved in intrinsically interesting experiences that help them to construct understandings of their world, remain focused during activity, and develop a love for learning. (Hohmann, M. & Weikart, D. P. [2002]. Educating Young Children, second edition. Ypsilanti, Michigan: High Scope Press).

Excellent teachers know...it's *both* what you teach *and* how you teach. The early childhood field has paid a great deal of attention to pedagogy – the *how* of teaching and learning – and has identified characteristics of effectiveness that have held up over time, such as meaningful, active learning and individualizing our teaching methods to the learner (Katz & Chard 2000, *Engaging Children's Minds: The Project Approach*).

Standard 1: Children will develop curiosity, initiative, self-direction and persistence.

Indicators	Examples	Supportive Practices
<p>1.1 Choose challenging task to complete</p> <p>1.2 Try or ask to try new activities</p> <p>1.3 Focus attention on tasks</p> <p>1.4 Follow rules and routines and use materials purposefully, safely and respectfully</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Complete a challenging puzzle or build an extensive block structure • Explore a new climbing structure on the playground • Work with self and others to complete projects • Remind other children of rules saying, "Only four people at a time at the water table." • Transition from one activity to the next 	<p>The teacher will:</p> <ul style="list-style-type: none"> • Provide a variety of books on work, jobs and career paths. • Allow children to dramatize various jobs in the community; provide hats, lunch boxes, brief cases, notebooks, boots, tool kits, etc. • Provide and encourage children to try new activities • Support children's efforts to assist each other while cleaning up at center time • Create opportunities for cooperation (ask two children to do a task together, such as carrying the tub of sand toys from outdoors; comment on how much easier it is when two people work together) • Create group mural with each child contributing to the drawing • Rotate activities to include various levels of difficulties
		

"Deep within us – no matter who we are – there lives a feeling of wanting to be lovable, of wanting to be the kind of person that others like to be with."

(Fred Rogers)

Standard 2: Children will develop positive attitudes, habits and learning styles.

Indicator	Examples	Supportive Practices
<p>2.1 Demonstrate an eagerness and interest in learning</p> <p>2.2 Develop increasing ability to find more than one solution to a question or problem</p> <p>2.3 Demonstrate increasing ability to complete task and maintain concentration over time</p>	<p>The children will:</p> <ul style="list-style-type: none"> • Participate in variety of activities, tasks and play areas • Attempt to staple pieces of paper together after unsuccessfully trying to tape them together • Use play dough and shape into different objects such as a birthday cake or snowman • Participate in increasing varieties of tasks and activities for increasing periods of time 	<p>The teacher will:</p> <ul style="list-style-type: none"> • Provide learning center/activity areas stocked with interesting materials – rotating materials often • Provide materials and activities – encouraging children to try different uses • Ask children to think of, act out or demonstrate a variety of ways to solve problems


Bitter are the tears of a child: Sweeten them.
 Deep are the thoughts of a child: Quiet them.
 Sharp is the grief of a child: Take it from him.
 Soft is the heart of a child: Do not harden it.
 (Pamela Glenconner)




PHYSICAL HEALTH AND DEVELOPMENT

Preschoolers are extremely physical creatures – constantly moving, running, and jumping. They react joyfully to opportunities for dancing, creative movement, physical dramatic play, and being outdoors where they can move without constraint...“this is an age when much learning is transmitted through the large muscles, when learning goes from the hand to the head, not the other way around” (Wood 2007, *Yardsticks: Children in the Classroom, Ages 4-14*). Taken from *Developmentally Appropriate Practice in Early Childhood Programs*, 3rd edition, Copple and Bredekamp, 2009.

Standard 1: Children will develop fine motor skills.

Indicators	Examples	Supportive Practices
<p>1.1 Use everyday tools and materials that require small muscle strength, control and dexterity</p> <p>1.2 Develop eye-hand coordination</p> <p>1.3 Develop manual coordination</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Use scissors, hole punchers, brushes, staplers, cookie cutters, tape dispensers, eating utensils, etc. • Play with puzzles, pegboards, stringing beads, geoboards, etc. • Participate in fingerplays • Practice self help skills such as zippers, buttons, snaps 	<p>The teacher will:</p> <ul style="list-style-type: none"> • Include a variety of tools in the art area on a daily basis • Provide opportunities for use of eating utensils, including plastic knives and chopsticks, and cooking utensils for mixing and measuring food items • Place a variety of items in the math, art, science and table game areas and rotate to maintain interest and challenge • Use fingerplays on a daily basis during large group and transition times • Include dress-up items and doll clothing that use zippers, snaps and buttons in the dramatic play area

Standard 2: Children will develop gross motor skills.

Indicators	Examples	Supportive Practices
<p>2.1 Demonstrate the ability to walk, run, climb, jump, hop (two feet, one foot); increase ability to gallop and skip</p> <p>2.2. Demonstrate increasing ability to coordinate movements in throwing, catching, kicking, bouncing, pedaling, and swinging</p> <p>2.3. Demonstrate ability to push, pull, balance on one foot, stretch, turn, twist, twirl, slide, clap hands and bend in different directions</p>	<p>The child will:</p> <ul style="list-style-type: none"> • Participate in a variety of activities which require gross motor skills • Participate in ball play, ride wheel toys and scooters, use age-appropriate playground equipment • Participate in group exercises, group games, and creative and rhythmic movements with music 	<p>The teacher will:</p> <ul style="list-style-type: none"> • Provide many opportunities for children to develop skills in fun ways throughout the day, including during transitions (“hop like a rabbit as you line up” or “walk backwards to the circle”) • Ensure that there are enough wheel toys, balls, and other equipment so that children do not have extended wait time for use • Play <i>Follow the Leader</i>, <i>Simon Says</i>, <i>Be my Mirror</i>, <i>Be my Echo</i>, etc. • Use CD’s and music for creative movement; allow children to make up their own movements and to be the leader for others to imitate • Modify words to <i>Hokey-Pokey</i> or <i>Head, Shoulders, Knees and Toes</i> to include other movements and body parts
		

Standard 3: Children will acquire knowledge of healthy and safe living practices.

Indicators	Examples	Supportive Practices
<p>3.1 Willingly join in group games, outdoor play, and exercise activities</p> <p>3.2 Name most body parts</p> <p>3.3 Identify healthy foods and items from basic food groups (meat, dairy, grains, fruits, vegetables)</p> <p>3.4 Try new foods willingly</p> <p>3.5 Recognize and know to avoid potentially harmful situations or substances</p> <p>3.6 Demonstrate knowledge of personal safety</p> <p>3.7 Demonstrate knowledge of healthy personal care routines</p>	<p>The children will:</p> <ul style="list-style-type: none"> • Participate in group games such as <i>Follow the Leader</i>, <i>Simon Says</i>, circle games, throw and catch, parachute play, and try new skills with wheel toys and climbing equipment • Participate in <i>Hokey-Pokey</i>, <i>Head/Shoulders/Knees and Toes</i>, <i>Be My Mirror</i>, <i>Touch Your . . .</i>, etc. • Identify preferred foods in magazines; play; make a “plate” with paper representations of a healthy meal from different food groups • Bring healthy snacks from home or have opportunities to choose them at school • Participate in role-playing and dramatic play activities related to safety and personal care routines • Articulate basic safety rules for playground, streets, riding in a car, and in their home; know what is an “emergency” and when to use 911 	<p>The teacher will:</p> <ul style="list-style-type: none"> • Provide multiple opportunities for children to participate comfortably in games in large and small groups, and transitions; allow children to take turns as the leader and to suggest activities • Teach body parts using songs and rhymes in a variety of settings including small group, large group, and transitions • Offer only choices of snacks which are healthy (fewer fat/calories/sodium) • Discuss healthy options for snacks and lunches and safety concerns with parents/guardians at a Parent Enrichment session • Invite school or local public health nurse to speak at Parent Enrichment workshop and/or to demonstrate healthy alternatives for snacks • Place in dramatic play area healthy food boxes from all food groups • Include snacks and food experiences that originate from different ethnicities; invite parents or community members to share foods from their cultures



- Place traffic signs in block area
- Bring in empty packaging of cleaners and discuss warning symbols on them and how to be safe in the home
- Develop scenarios for role play to help children determine what is an emergency
- Reinforce on a regular basis safe use of playground equipment
- Reinforce on a daily basis the importance of basic health routines; be sure hand-sanitizer, tissues, soap and paper towels are readily available

"Today you are You, that is truer than true. There is no one alive who is Youer than you."
(Dr. Seuss)

TEACHER RESOURCES

Literacy

Children's Play: The Roots of Reading – Edward Zigler, Dorothy Singer and Sandra Bishop-Josef

Developing Partnerships with Families Through Children's Literature – Elizabeth Lilly and Connie Green

Fee, Fie, Phonemic Awareness: 130 Prereading Activities for Preschoolers –
M. Hohmann

Jumpstarters – Integrating Environmental Print Throughout the Curriculum – Jerry Aldridge, Lynn Kirkland and Pat Kuby

Learning about Print in Preschool: Working with Letters, Words, and Beginning Links with Phonemic Awareness – Dorothy S. Strickland and Judith A. Schickedanz

Much More Than the ABC's: The Early Stages of Reading and Writing – Judith A. Schickedanz

Oral Language and Early Literacy in Preschool: Talking, Reading and Writing – Kathleen A. Roskos, Patton O. Tabors and Lisa A. Lambert

Read-Aloud with Young Children – by Robin Campbell

The Read-Aloud Handbook, 4th Edition – Jim Trelease

Reading Magic: Why Reading Aloud to Children Will Change Their Lives Forever – Mem Fox

Storybook Talk: Conversations for Comprehension – M. Hohmann and K. Adams

Tell Me a Story: Developmentally Appropriate Retelling Strategies – Jill Hansen

Using Children's Literature in Preschool: Comprehending and Enjoying Books – Lesley Mandel Morrow and Linda B. Gambrell

Writing in Preschool: Learning to Orchestrate Meaning and Marks – Judith A. Schickendanz and Renee M. Casberque

Mathematics

1-2-3-Math, Jean Warren

Children's Mathematical Thinking: A Developmental Framework for Preschool, Primary and Special Education Teachers – Arthur J. Baroody

Circle Time Math – Teaching and Learning Company

Counting Caterpillars and Other Math Poems – Betsy Franco

Early Childhood – Where Learning Begins, Mathematics – Carol Sue Fromboluti

Enriching Early Mathematics Learning – Cook, Jones, Murphy and Thurnston

Four Seasons Math – Jean Warren

Helping Your Young Child Learn About Mathematics – A.S. Epstein

"I'm Older Than You, I'm Five!" Math in the Preschool Classroom: The Teacher's Idea Book 6 – A.S. Epstein and S. Gainsley

Learning Through Play: Math, a Practical Guide – Sandra White-Stupiansky

Math and Science for Young Children – Rosalind Charlesworth and Karen K. Lind

Math for the Very Young: A Handbook of Activities for Parents and Teachers – Lydia Polonsky, Dorothy Freeman, Susan Leshner, and Kate Morrison

Mathematics in the Early Years – Juanita V. Copley

Showcasing Mathematics for the Young Child: Activities for Three-, Four-, and Five-Year-Olds – Juanita V. Copley

Creative Arts

50 Large-Group Activities for Active Learning – C. Boisvert and S. Gainsley

85 Engaging Movement Activities – Learning on the Move – P.S. Weikart and E.B. Carlton

101 Rhythm Instrument Activities For Young Children – A.F. Connors

Artful Scribbles: The Significance of Children's Drawings – Howard Gardner

Creative Play Activities for Children With Disabilities: A Resource Book For Teachers and Parents (2nd Ed) – Morris and Schulz

Don't Move the Muffin Tins – Bev Bos

Finger Frolics – L. Cromwell and D. Hibner

Getting Started: Materials and Equipment for Active Learning Preschools – N. Vogel

"I Know What's Next!" Preschool Transitions Without Tears – B. Evans

Just Pretend – Judy Nyberg

Let Me Be the Boss – B. Bagert

Making Connections: Movement, Music and Literacy – L. Haraksin-Probst, J. Hutson-Brandhagen, and P.S. Weikart

Movement in Steady Beat – Learning on the Move (2nd Ed) – P.S. Weikart

Movement Plus Music: Activities for Children Ages 3-7 (3rd Ed) – P.S. Weikart

Movement Plus Rhymes, Songs and Singing Games (2nd Ed) – P.S. Weikart

Round the Circle: Key Experiences in Movement for Children (2nd Ed) – P.S. Weikart

Setting up the Preschool Classroom – N. Vogel

Science and Environmental Education

Bubbles, Rainbows & Worms – Sam Ed Brown

Discovering Nature With Young Children – Chalufour and Worth

Everybody Has a Body: Science from Head to Toe/Activities Book for Teachers of Children Ages 3-6 – R.E. Rockwell, R.A. Williams, and E.A. Sherwood

Everyday Discoveries: Amazingly Easy Science and Math Using Stuff You Already Have – Sharon McDonald

Hollyhocks and Honeybees: Garden Projects For Young Children – Midden, Olthof and Starbuck

Mudpies to Magnets – Robert Williams, Robert Rockwell, Elizabeth Sherwood

More Mudpies to Magnets – Robert Williams, Robert Rockwell, Elizabeth Sherwood

My Big World of Wonders: Activities for Learning About Nature and Using Natural Resources Wisley – S. Griffin

Real Science in Preschool: Here, There and Everywhere – P. Neill

Science is Simple: Over 250 Activities for Preschoolers – Ashbrook

Worms, Shadows and Whirlpools: Science in the Early Childhood Classroom – Karen Worth and Susan Grollman

Technology

Young Children and Computers – Charles Hohmann

Young Children and Technology: A World of Discovery – Susan W. Haugland and June L. Wright

Social and Emotional Development

Alike and Different: Exploring Our Humanity With Young Children – C.B. Phillips and B. Neubauer

Conscious Discipline – Becky A. Bailey

Easy to Love, Difficult to Discipline: The Seven Basic Skills for Turning Conflict into Cooperation – Becky A. Bailey

The Emotional Development of Young Children: Building an Emotion-Centered Curriculum – Marilou Hyson

I Belong: Active Learning for Children with Special Needs – T. Mitchell and J. Dowling

Let's Be Friends: Peer Competence and Social Inclusion in the Early Childhood Program – K. Mary and M. Kemple

Making It Better: Activities for Children Living in a Stressful World – Barbara Oehlberg

Me, You, Us: Social-Emotional Learning in Preschool – Ann S. Epstein

Promoting Social and Moral Development of Young Children: Creative Approaches for the Classroom – Carolyn P. Edwards

You Can't Come to My Birthday Party! Conflict Resolutions with Young Children – B. Evans

Approaches to Learning

80 Activities for Small-Groups (Activity Cards) – M. Graves

100 Small-Group Experiences – The Teacher's Idea Book (Book 3) – M. Graves

Building Bridges With Multicultural Picture Books for Children 3-5 - Beaty

CARA's Kit: Creating Adaptions for Routines and Activities – S.A. Milbourne and P. H. Campbell

Children, Language and Literacy: Diverse Learners in Diverse Times – Celia Genishi and Anne Haas Dyson

Developmentally Appropriate Practices in Early Childhood Programs Serving Children From Birth Through Age Eight – Carole Copple and Sue Bredekamp

The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning – Ann S. Epstein

Planning Around Children's Interests: The Teacher's Idea Book (Book 2) – M. Graves

Serving Families of Diverse Cultures – Rowan, Meyden and Pehrson

Physical Health and Development

The Great Outdoors: Restoring Children's Right to Play Outside – Mary S. Rivkin

Growing, Growing Strong – Connie Jo Smith, Charlotte Hendricks and Becky Bennett

Healthy Me – Michelle O'Brien-Palmer

Healthy Young Children: A Manual for Programs (4th Edition) – Susan Aronson

The Outside Play and Learning Book – Karen Miller

Tasty Talk: 40 Mealtime Conversation Starters – B. Marshall

Using Children's Literature to Learn About Disabilities and Illness – Blaska

Welcoming All Children: Creating Inclusive Child Care – Freeman, Hutter-Pishhahi, Traub

SUGGESTED CHILDREN'S BOOKS

Emergent Literacy

Abiyoyo, Pete Seeger

Alphabet Under Construction, Denise Fleming

Another Story to Tell, Dick Bruna

Brown Bear, Brown Bear, What Do You See? Bill Martin, Jr.

Caps for Sale, Esphyr Slobodkina

The Cat and the Hat, Dr. Seuss

Chicka Chicka Boom Boom, Bill Martin, Jr.

Chicken Soup with Rice, Maurice Sendak

Chrysanthemum, Kevin Henkes

Corduroy, Don Freeman

Eating the Alphabet: Fruits and Vegetables from A to Z, Lois Ehlert

Epossumondas, Colleen Salley

Firefighters A to Z, Chris L. Demarest

Gathering the Sun: An Alphabet in Spanish and English, Alma Flor Ada

Hi Pizza Man, Virginia Walter

I Went Walking, Sue Williams

Lily's Purple Plastic Purse, Kevin Henkes

Little Cloud, Eric Carle

The Little House, Virginia Lee Burton

The Magic Hat, Mem Fox

Make Way for Ducklings, Robert McCloskey

Mary Wore Her Red Dress, Merle Peek

Millions of Cats, Wanda Gag

Miss Mary Mack, Mary Ann Hoberman

The Mitten, Jan Brett

My Very First Mother Goose, Iona Opie, illustrated by Rosemary Wells

The New Adventures of Mother Goose, Bruce Lansky

The Napping House, Audrey Wood

Pancakes, Pancakes! Eric Carle

Pete's a Pizza, William Steig

Petunia, Roger Duvoisin

Q is for Duck, An Alphabet Guessing Game, Mary Elting/Michael Folsom

The Runaway Bunny, Margaret Wise Brown

Silly Sally, Audrey Wood

See What You Say/Ve Lo Que Dices, Nancy Maria Grande Tabor

There Was an Old Lady Who Swallowed a Fly, Traditional

Where Does Pepper Come From? Brigitte Raab

Where the Wild Things Are, Maurice Sendak

Mathematics

Anno's Counting House, Mitsumasa Anno

Big Fat Hen, Keith Baker

Bunny Money, Rosemary Wells

Chicka Chicka 1, 2, 3, Bill Martin, Jr.

Construction Countdown, K.C. Olson

Count! Denise Fleming

Countdown to Spring: An Animal Counting Book, Janet Schulman

Counting Wildflowers, Bruce McMillan

Deep Down Underground (Olivier Dunrea)

Dots, Spots, Speckles, and Stripes (Tana Hoban)

Eating Fractions, Bruce McMillan

Feast For Ten, Catheryn Fallwell

Five Chinese Brothers, Claire Hutchet Bishop

Five Little Monkeys Jumping on a Bed, Eileen Christelow

How Do Dinosaurs Count to Ten? Jane Yolen/Mark Teague

How Many Feet in the Bed? Diane Johnston Hamm

Icky Bug Counting Book (Jerry Pallotta)

Inch by Inch, Leo Lionni

Is a Whale the Biggest Thing There Is? Robert E. Wells

Is It Red? Is It Yellow? Is It Blue? Tana Hoban

Let's Count, Tana Hoban

The M & M's Brand Counting Book, Barbara Barbieri McGrath

Miss Spider's Tea Party and Counting Book, Pamela Duncan Edwards

Mouse Count, Ellen Stoll Walsh

One Bullfrog, Sid Hausman

Over, Under, Through, and Other Spacial Concepts, Tana Hoban

Pizza Counting, Christina Dobson

Push, Pull, Empty, Full, Tana Hoban

Roar! A Noisy Counting Book, Pamela Duncan Edwards

Seven Blind Mice, Ed Young

Seven Little Rabbits, John Becker

Six Silly Brothers, Jill McDougall/Pat Reynolds

So Many Bunnies, Rick Walton

Three Friends/Tres Amigos: A Counting Book, Tona Wilson/Maria Brusca

Ten Black Dots, Donald Crews

Ten Apples on Top, Dr. Seuss

Ten, Nine, Eight, Molly Bang

The Greedy Triangle, Marilyn Burns

Creative Arts

A Color of His Own, Leo Lionni

A Rainbow All Around Me, Sandra Pinkney

Alice the Fairy, David Shannon

Baa Baa Black Sheep, Iza Trapani

Best Mouse Cookie Ever, Laura Numeroff

Caps, Hats, Socks and Mittens, Louise Borden

The Dot, Peter H. Reynolds

Froggie Went A-Courtin, Iza Trapani

Green Eggs and Ham, Dr. Seuss

How to Hide a Butterfly and Other Insects, Ruth Heller

I Ain't Gonna Paint No More, Karen Beaumont

I Want to Be a Doctor, Firefly Books

I Want to Be a Firefighter, Firefly Books

I Want to Be a Pilot, Firefly Books

If You Give a Mouse a Cookie, Laura Numeroff

If You Give a Pig a Pancake, Laura Numeroff

It Looked Like Spilt Milk, Charles B. Shaw

Keeping You Safe: A Book About Police Officers, Ann Owens

Let's Make Pizza, Mary Hill

The Little Red Hen Makes a Pizza, Philemon Sturges

Lucy's Picture, Nicolas Moon

Mary Had a Little Lamb, Iza Trapani

Mouse Paint, Ellen Stoll Walsh

My Duck, Tanya Linch

My World of Color, Margaret Wise Brown

Old McDonald Had a Workshop, Lisa Shulman

Rainbow Fish, Marcus Pfister

Row, Row, Row Your Boat, Iza Trapani

Shoo Fly!, Iza Trapani

Taking You Places: A Book About Bus Drivers, Ann Owens

Topsy-Turvies: Pictures to Stretch the Imagination, Anno Mitsumasa

Twinkle, Twinkle Little Star, Iza Trapani

We All Sing With the Same Voice, J. Philip Miller

We'll Paint the Octopus Red, Stephanie Stuve-Bodeen/Pam DeVito

We Need Firefighters, Lola M. Schafer

We Need Nurses, Lola M. Schaefer

What Do You Want to Be? Ron Ellsworth

What Do Mommies/Daddies Do Best, Laura Numeroff

You Look Ridiculous, Bernard Waber

Zin! Zin! Zin! A Violin, Lloyd Moss

Science and Environmental Education

A Cold Day, Lola Schaefer

A House for Hermit Crab, Eric Carle

A Visit to the Farm, B.A. Hoena/Gail Saunders

A Visit to the Supermarket, B.A. Hoena/Gail Saunders

A Weed is a Flower, Alike

A Walk in the Rainforest, Kristen J. Pratt

Apples, Ann L. Burckhardt

Animals Born Alive and Well, Ruth Heller

Animals Should Definitely Not Wear Clothing, Judi and Ron Barrett

Bear Snores On, Karma Wilson

Bugs Are Insects, Anne Rockwell

Bugs! Bugs! Bugs! Bob Barner

The Carrot Seed, Ruth Krauss

Changes, Changes, Pat Hutchins

Chickens Aren't the Only Ones, Ruth Heller

Cloudy Day, Sunny Day, Donald Crews

Corn, Ann L. Burckhardt

Everybody Needs a Rock, Byrd Baylor

Flower Garden, Eve Bunting

Goodnight Moon, Margaret Wise Brown

Grandmother's Garden, John Archambault

How to Hide a Meadow Frog and Other Amphibians, Ruth Heller

How to Hide an Octopus and Other Sea Creatures, Ruth Heller

I Read Signs, Tana Hoban

I Read Symbols, Tana Hoban

Is Your Mama a Llama? Deborah Guarina

Listening Walk, Paul Showers

Make Way for Ducklings, Robert McCloskey

Miss Rumphius, Barbara Cooney

The Mixed-Up Chameleon, Eric Carle

My Five Senses, Alike

Once Upon a Springtime, Jean Marzollo

Owl Moon, Jane Yolen

Planting a Rainbow, Lois Ehlert

Red Leaf, Yellow Leaf, Lois Ehlert

Seasons, Charlotte Zolotow

The Snowy Day, Ezra Jack Keats

Ten Little Rubber Ducks, Eric Carle

Tops and Bottoms, Janet Stevens

The Very Busy Spider, Eric Carle

The Very Hungry Caterpillar, Eric Carle

The Very Lonely Firefly, Eric Carle

What Am I? Animal Guessing Game, Iza Trapani

Whose Eyes Are These, Elizabeth Burman Patterson

What Color is Nature? Stephen Swineburne

The Wide-Mouthed Frog, Keith Faulkner

The Wind Blew, Pat Hutchins

Social and Emotional Development

All Kinds of Children, Norma Simon

America the Beautiful, Katherine Lee Bates/Wendell Minor

America: A Patriotic Primer, Lynne V. Cheney/Robin Preiss Glasser

Bark George, Jules Feiffer

Career Day, Anne Rockwell

Children Around the World, Donata Monanari

The Colors of Us, Karen Katz

The Crayon Box That Talked, Shane DeRolf

Do You Want to Be My Friend? Eric Carle

Families, Ann Morris

The Feel Good Book, Todd Park

Full, Full, Full of Love, Trisha Cooke

Grandparents are the Greatest Because, Adele Aron Greenspan/Joan Swartz

Happy Birthday, America, Marsha Wilson Chall, Guy Porfirio

Happy Birthday to You, You Belong in the Zoo, Diane de Groat

Hug, Jez Alborough

I Do Not Want to Get Up Today, Dr. Suess

I Pledge Allegiance, Bill Martin Jr./Michael Sampson

I'm Sorry, Sam McBratney

I'm Tougher than Asthma, Alden Carter

I'm Tougher than Diabetes, Alden Carter

Ira Sleeps Over, Bernard Waber

It's Okay to be Different, Todd Park

The Kissing Hand, Audrey Penn

Love You Forever, Robert N. Munsch

Mama, Do You Love Me? Barbara M. Joosse

Night Shift Daddy, Eileen Spinelli

My Mouth is a Volcano, Julia Cook

No, David! David Shannon

Roses Are Pink, Your Feet Stink, Diane de Groat

Special People, Special Ways, Arlene Maguire

Tough Boris, Mem Fox

We Are a Rainbow/Somos Un Arco Iris, Nancy Maria Grande

Wemberly Worried, Kevin Henkes

William's Doll, Charlotte Zolotow

What Grandmas/Grandpas Do Best, Laura Numeroff Joffe

Whoever You Are, Mem Fox

You Look Ridiculous, Bernard Weber

Approaches to Learning

Alexander and the Terrible, Horrible, No Good, Very Bad Day, Judith Viorst

A Bad Case of Tattle Tongue, Julia Cook

Black Mother Goose, Elizabeth Murphy Oliver

Blueberry's for Sal, Robert McCloskey

Celebrations/Celebraciones, Nancy Maria Grande Tabor
Curious George, H.A. Rey
David Goes to School, David Shannon
Flossie and the Fox, Patricia McKissack
Fortunately, Remy Charlip
Giraffes Can't Dance, Giles Andrea
Harold and the Purple Crayon, Crockett Johnson
Have You Filled a Bucket Today, Carol McCloud
Henny Penny, Paul Galdone
The Korean Cinderella, Shirley Como
Leo the Late Bloomer, Robert Kraus
The Little Engine That Could, Watty Piper
The Little Red Hen, Paul Galdone
The Paper Bag Princess, Robert N. Munsch
Prince Cinders, Babette Cole
The Rough-Faced Girl (Native American Cinderella Story), Rafe Martin
Seeing Things My Way, Alden Carter
Shelly the Hyperactive Turtle, Deborah Moss
Stretching Ourselves, Alden Carter
Swimmy, Leo Lioni
Today I Feel Silly, Jamie Lee Curtis
The Three Little Pigs, Paul Galdone
We are a Rainbow/Somos Un Arco Iris, Nancy Maria Grande Tabor

Physical Health and Development

Eat Healthy Feel Great, William Sears
Eating Right, Helen Frost
Eyes, Nose, Fingers and Toes, Judy Hindley

The Foot Book, Dr. Suess

From Head to Toe, Eric Carle

The Gingerbread Boy, Paul Galdone

Growing Like Me, Anne Rockwell

Here Are My Hands, Bill Martin, Jr./John Archambault

How Do Animals Move? Niki Walker

I Eat Fruit, Hannah Tofts

I Eat Vegetables, Hannah Tofts

I'm a Little Teapot, Iza Trapani

Itsy Bitsy Spider, Iza Trapani

Miss Wishy-Washy, Joy Cowley

My Trip to the Hospital, Mercer Mayer

Oh, A-Hunting We Will Go, John Langstaff

Play it Safe, Mercer Mayer

Rosie's Walk, Pat Hutchins

Safety on the Playground, Lucia Raatma

Shake My Sillies Out, Raffi

The Sick Day, Patricia MacLachlan/Jane Dyer

Three Billy Goats Gruff, Jan Brett

We're Going on a Bear Hunt, Helen Oxenbury

When I Grow Up, Mercer Mayer